INFLUENCE OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND SOCIAL MATURITY ON ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

A Research Proposal

Of the Ph.D. Study in Education

Submitted to
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Introduction:

Education is the part of human life it is very essential and valuable phenomenon. The knowledge can generate the good person. Today's education system is mainly focus on the success. Education has the Emotional, Psychological and Social aspects of the student which are important stages of academic psychology.

Today education leads a student enrollment in right manner. The education help students positive, attitude toward learning it help to improve the intelligence which is dominated over the education. It gives knowledge about the values; the practices are designed for fullest development of a student or person's good mental health. Educated person must have a good Mental Health, Intelligence as Social Mentality to head his life towards community and Society.

Concept and meaning of selected variables:

The few terms appear frequently in the study are used with specific meaning. They are as follows;

1. Emotional Intelligence:

Concept:

Emotional stability, self-awareness, interpersonal relationship and managing emotions of a person constitute one's emotional intelligence. The physical and mental structure of a person depends on the emotional intelligence. Emotional intelligence is essential for the evolution of the person and for the creation of real life and it balance the mental and physical issues. It has the capacity for thinking. The emotional mood responds to its intellect on sensory overtones.

DEFINATIONS OF VARIABLES

Emotional intelligence

1) According to Daniel Goleman (1998)[26] define "The emotional intelligence is the capacity for recognizing on own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". as knowing what feels good what feels bad and how to go from bad to good
2) According to Raeven Bar-on (1997)[13] emotional intelligence as on "Array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure".

OPERATIONAL DEFINATIONS

Emotional intelligence

According to present study, it is a capacity of students/ individual to handle the situation with smartly and to recognize the feelings, emotions and arrange then in orderly. It related to the emotional side of life, such as to manage one's own and other emotions and to handle interpersonal relationship effectively.

2. Mental Health:

Concept

Mental health is an important stage of a person's development and Mental Health is the key of balanced life. It is a state of an individual with high emotional stability, good adjustment in the society. It has scenarios such as prime expectation, view, memory, idea, thinking etc. Mental health is an important stage of personality development. It refers to the presence of a person. Good mental health reflects the person's vital contributions to the overall health of individuals and communities.

DEFINATIONS OF VARIABLES

Mental health

1) According to Wolman (1973)[54] "A state of good relatively good adjustment, feeling of well being and actualization of one's potentialities".
2) According to Kitchener and Jorm (2002)[36] "The area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people Worldwide".

OPERATIONAL DEFINATIONS

Mental health:

Good behavior and good communication shows the well Mental Health. It is a state of an individual with emotional stability, appropriate perception of oneself, overall adjustment with society or surroundings and environmental competencies in their life. The good Mental Health indicates high achievement of an individual.

3. Social-Maturity:

Concept

Social maturity is the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is determined element for the civilization of human society. It creates healthy surroundings and advanced communities around us. It has various social abilities like good interpersonal relations, self sufficiency etc.

DEFINATIONS OF VARIABLES

Social maturity

1) According to Hurlock (1968)[34] "Social-development means attaining maturity in social-relations".
2) According to Raj (1996)[48] "social maturity is the level of social skills and awareness that an individual has achieved relative to participate norms related to an age group".

OPERATIONAL DEFINATIONS

Social maturity

It is a capacity of a person who lies in society. It depends on the persons thinking, feelings and behavior. It reveals the co-ordination and social awareness. It is directly depends on the good performance of person. Social maturity is very important and the effective determinant of society which consists an individual behavior strength and maturity among the society.

4. Academic achievement:

Concept

Academic achievement is the degree to which a student has reached his or her goal. Academic achievement depends on the student's school and home environment. It is a process that takes place through the student's parents and teachers. Academic achievement is the systematic gathering of evidence of the pupil's development. And the extent to which students has progressed in their studies. Achievement of the students may depend upon some variables which include emotional intelligence, mental health and social maturity etc. achievement record of the students help to make decision for promotion or grading, selection and placement in future educational institution.

DEFINATIONS OF VARIABLES

1. According to Good (1973)[32] in dictionary of education refers to academic achievement as the knowledge attained or skills development in the school subjects, usually designated by test scores or marks assigned by the teachers.
2. According to Crow and Crow (1969)[24] Achievement means the extent to which a learner is profiting from instructions in a given area of learning. In other words, achievement is reflected by the extent to which skills or knowledge has been acquired by a person from the training imparted to him; it is the outcome of general and specific learning experience.

OPERATIONAL DEFINATIONS

Academic achievement

Academic achievement can be defined as the skills development and knowledge attained in school activities usually designed by the scores assigned by the teachers. It is increased by good quality of teaching or instruction from teachers. It also means the scores or awards that students earn in activities.

NEED OF THE STUDY

An actual education that a student gains in the school chooses his or her livelihood. Academic achievement of a student does not virtuously Determined by on his or her intelligence only. The adolescence in this age Group (16-19 years) faces many problems as well as pressure from family, School, elders of society and others, which affects in their process of social Maturity and also affects their mental well being. All students are not Capable of reaching the same educational standard although all of them are Quite capable of being improved upon. Thus there arises a need to know the factors which are responsible for the higher academic achievement and also to know the factors which are act as barriers to attainment of high academic achievement.

So the present work is directly concerned with factor related with differences in academic achievement of the students. The importance of Emotional Intelligence, Mental Health and Social Maturity in students life plays a major role in their academic achievement, because without studying no one can be successful. A good no. of researches have also been conducted on emotional intelligence, mental health, social maturity and academic achievement separately. But while reviewing the related literature the investigator could not lay his or her hand on such studies explored the effect of emotional intelligence, mental health and social maturity of higher secondary school students on their academic achievement, by having all these variables together, keeping in view the researcher visualized a need to study academic achievement relation to the emotional intelligence, mental health and social maturity of higher secondary school students.

Rationale for the study-Empirical Evidences for the selected variables:

The research studies conducted so far in the areas of students Emotional Intelligence, Mental Health & Social-maturity status on their Academic Achievement form the basis for setting objectives and hypothesis for the present study thus, the critical appraisal of the related studies in presented below.

REVIEW OF RELATED LITERATURE

Review of literature is the basic foundation for the research work to be done by the researcher. It is a way to go in conducting the research work, which the researcher has to undertake. It is very essential Foundation to construct the study. It is the best way to perform the study without any duplications of research.

It provides us a clear picture of the problem under research. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, which require immediate and panted attention by the investigator.

Studies Related to Emotional Intelligence

a) **Indian studies**

1) **Akbar, shah Khan. Akhter & Riaz (2011)[3]** examined the relationship between Emotional Intelligence and Academic Achievement among students of higher secondary Schools the secondary objective was to examine the role of various demographic status, Parental education and geographical origin in Emotional Intelligence Academic achievement of the participants was measured through their annual results significant relation was found between two constructs. First born students scored high on Emotional Intelligence as compared to late born students. Students with literate parents scored high as

compared to students with illiterate parents. Students from urban areas students from upper socio Economic students scored high on Emotional Intelligence status Female students scored high as compared to male students.

2) **Mishra (2012)[43]** investigated the effect of emotional intelligence on academic achievement of senior secondary students. A sample of 1000 students was drawn adapting random cluster sampling technique from govt. senior secondary schools of Jaipur district, Rajasthan. Survey method was used to collect the data . The study revealed that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girls students.
3) **Chamundeshwari (2013)[18]** investigated emotional intelligence and academic achievement among students at the higher secondary level. The aims of the present study to investigate emotional intelligence and academic achievement of students at the higher secondary level. Results show a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly a student's belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

b) **Foreign Studies :**

1) **Lam et al (2002)[38]** made a study on correlation between advanced emotional intelligence and individual performance and associated with one's level of general intelligence. Researchers examined 304 under graduate students, (152 men and 152 women) at a university in the Western United States Each participant completed the multifactor Emotional Intelligence Scale (MEIS), Shipley Institute of Living Intelligence Quotient Scale for general intelligence, a logical reasoning test (cognitive-based performance test) and a demographic questionnaire. Researchers found that the overall emotional intelligence contributed to individual cognitive based performance over and above the level attributable to general intelligence and this relationship was positive (p<0.00.1)D.
2) **Natalie, Mary and Sharon (2012)[45]** examined that emotional intelligence predicts success at school. In their study, an attempt has been taken to identify the relationship between the trait emotional intelligence and academic performance of the undergraduate business students. It was identified that the goal trait emotional intelligence was not significantly associated with the academic achievement but in the mid-range GPA had a significant association Thus the findings of the study it can be understood that there is a positive correlation between emotional intelligence and academic performance of the students.
3) **Chen and Lal (2015)[4]** investigated the relation between personality traits, emotional intelligence and academic achievements among 160 university students in Malaysia. Bi-variant analysis using Pearson

correlation method indicated that extraversion (r= 311, p<.05), agreeableness (r=.378, p < .05), conscientiousness (r=315, p<.05) and openness (r=.497, p<.05) were positively and significantly correlated with emotional intelligence. Neuroticism (r= 303, p<.05) was found negatively significant associated with emotional intelligence. However, emotional intelligence (r=002, p<.05) was insignificantly associated with academic achievement.

Studies Related to Mental Health

Indian Studies:

1) **Bndhana and Darshana (2010)[10]** Home Environment, Mental Health and Academic Achievement among Hr. secondary school. The study was conducted on 12th grade higher secondary school students and the sample consisted of 300 participants, 150 of whom were females and 150 were males. The data was collected by Home environment Inventory by Dr. Karuna Shankar Misra and Mental Health Battery by Arun Kumar Singh and Alpanasen Gupta. Data collected was analyzed using mean, SD, and three way ANOVA (2*2*2 factorial experiment), The result showed that mean value of mental health of girls was more in comparison to boys and there was no significant interaction among sex, home environment and academic achievement among higher secondary school students with mental health.
2) **Vaghela (2012)[52]** examined Mental Health of primary level school students in relation to their gender and residential area. Results of the study indented that significant difference was observed in Mental Health level of cast area and west area students of primary level school in Ahmadabad city. Further, a significant difference was found

in Mental Health level of boys and girls students of primary level school.

3) **Bartwal (2014)[14]** examined the Mental Health of senior secondary students in relation to their social intelligence. The present study aims to compare the Mental Health and social intelligence of senior secondary students. A sample of 400 students was drawn adopting simple random sampling technique from Government senior secondary schools of Chamoli district of Uttrakhand and Saharanpur district of Uttar Pradesh. The study revealed that there were no significance differences in Mental Health of rural and urban students. The study also explored that there was a positive relationship between Mental Health and social intelligence.

b) Foreign Studies

1) **Patrick, Chamot and Thomas (2004)[47]** conducted a study on perceived stress, internal resources and social support as determinants of mental health. The sample size was 2000 university students. Result revealed that the mental health was negatively associated with stress and positively associated with internal resources and social support. Intiman resources and stress mediated the positive impact of social support on mental health.

Annual income of the family has no influence on the Menu a significant influence of Type of the school on Mental Health of the students. Residential School students perceiving more Mental Health problems when compared to the Non residential school students. There is no influence of the class on the Mental Health of the

student. Higher class students perceiving more Mental Health problems when compared to the lower class students.

2) **Walter et al. (2006)[53]** conducted a survey to identify the opinions of teachers about the need of mental health services in primary schools. A sample of 119 teachers from Midwestern United States was selected. The study was designed to know opinions of teachers about the prevalence of problems related to mental health and main obstacles in overcoming of the problems. Further the study aimed to investigate teacher's preferences for the items related to mental health to be included in in-service education programs. Teachers were categorized on the basis of their qualification, tenure of work, their knowledge and attitude. Respondent reported that their schools were facing mental problems and the main obstacles in overcoming of these problems were lack of knowledge and proper training. It was also revealed by the results of the study that disruptive behavior disorders and implementing behavior plans were the main preference of the teachers to be included as contents in the in-service training programmers. In spite of little qualification and knowledge related to mental health problems, most of the teachers dealt students with mental health problems. It was suggested by the investigator that proper education, training and consultation should be provided to teachers from mental health professional.

3) **Currie (2012)[25]** made a cross-sectional multilevel analysis of subjective health and mental well-being of adolescents and the health promoting school. The aim of the paper vas to examine the impact of the health promoting school (HPS) on adolescent well-

being. Data from the 2006 Health Behavior in School-aged Children, WHO collaborative Study in Scotland were analyzed using multilevel linear regression analysis for outcome measures of happiness, confidence, life satisfaction, feeling left out, helplessness, multiple health complaints (MHc) and self-rated health. Particularly high proportions of both boys and girls reported high life satisfaction and no MHC. For the majority of outcomes, mean proportions of young people reporting positive well-being were greater for schools that had or were working towards HPS status compared with those that did not. The odds of young people in a HPS never feeling left out were significantly greater than those in a school with no HPS status, Similarly, among girls, the odds of never feeling helpless were also significantly greater. However, the odds of excellent health were lower for girls in a HPS.

Studies related to Social Maturity:

a) Indian Studies

1. **Gir, Jan and Lodha (2006)[33]** conducted a study on Social maturity and locus of control of high achievers and low achievers. The size of the sample was 320 out of which lo0 were boys and 160 were girls. They were in the age groups of 9 to 12 years. From each age group there were 40 boys and 40 girls out of which 20 were high achievers and 20 were low achievers. They concluded that there was no significant difference between social environment as far as the social maturity and locus of control was concerned. Social competence was found to be independent of academic success and their gender The socializing agents especially parents, peer groups and community influence the

importance of social maturity It was concluded that there was significant difference in social maturity of the sample.

2. **Jyothi (2009)[35]** conducted a research with an aim to find out relationship between Social maturity, Achievement and Depression among Secondary school students in relation to some of the selected demographic variables from pre- university students in Dharwad city of Karnataka. A total of 463 students were chosen as the sample of which 265 were boys and 198 were girls. The social maturity scale developed by Roma Pal (1986) was used in the present study. The results indicated that the coefficient of correlation between occupation of parents and the size of family (-0.087) was negatively related. The correlation between educational status of parents (0.020) was not significant but positively related to personal adequacy among boys. Among girls the correlation with components of negatively related to personal adequacy. The correlation between social maturity and socio-economic status of family and annual income were 0.064 and 0.005 which were not significant but positively related to Social maturity.
3. **Lawrence and Jesudoss (2011)**[39] conducted a research on the relationship Between Social maturity and Academic achievement of higher secondary school students. The investigators used random sampling method and selected 320 students from secondary schools, out of which 160 were boys and 160 were girls in Tirunelveli district for the study. The mean scores on social maturity of boys and girls were 234.35 and 240.16 respectively. It shows that girls were more socially matured than boys in the sample. The "t value (2.25) shows

that there was significant gender difference among the sample. The mean scores on social maturity of urban and rural students were 235.5l and 239.01. This shows that rural students were more socially matured than unban students. The "t ratio (2.16) indicates that there was significant locality difference among the sample.

4. **Alam (2016)[4]** revealed that the social adjustment and social maturity were the predictors of academic achievement among the adolescents. Adjustment inventory for school students developed by A.K.P. Sinha and R.P. Singh (1993) and Social maturity scale by Nalini Rao (1986) were used to collect data from the sample of 200 secondary school students in Darbhanga district of Bihar. The mean scores of boys and girls on social maturity were 238.6 and 242.13 respectively. This indicates that girls were more socially matured than boys. The "t" calculated value (2.10) indicates that there were significant gender differences among the sample. The mean scores of rural and urban sample were 239.22 and 243.51 respectively. This shows that the urban sample was more socially matured than rural sample. The "t" value 2.53 indicates that there was significant difference between rural and urban sample on their social maturity levels.
5. **Aggarwal (2007)[1]** studied on social maturity of adolescents in relation to cognitive and non- cognitive variables and reported significant relationship between social maturity and intelligence and no relationship between social maturity and academic achievement. The researcher also found no significant gender differences on the basis of social maturity.

c) Foreign Studies

1. **Nakao et al. (2000)[44]** carried out a study on a sample of 150 adolescents (104 males and 46 females, mean age 13 year) and found that extraversions negatively associated with overprotection/interference and with maternal participation in child rearing. Maturity correlated with high socioeconomic status, appropriate child rearing style and paternal participation in child rearing.
2. **Oria et al. (2001)[46]** conducted a study on a sample 9 control group and 11 experimental group subjects of 7th and 8th grades and was reported that the influence of leadership training (which increase social maturity) was not significant with respect to the levels of experienced depression of the subjects.
3. **Marquez et al. (2006)**[42] carried out an investigation on a sample of 77 high school students and found that emotional intelligence was also moderately related to social competence. Most of the findings remained significant after personality and academic intelligence were statistically controlled.

Study related to Academic Achievement

a) Indian studies

1) **Umadevi (2009)**[51] conducted a study on presented the relationship Between Emotional intelligence Achievement motivation and Academic achievement of Primary school student's teachers. The study aimed at finding the Relationship between Emotional intelligence, Achievement motivation and Academic Achievement of primary school student's teachers. Emotional intelligence scale and

Achievement motivation test was administered on 200 D.ED students and the data obtained was subjected to descriptive correlation and differential Analysis. There is a Positive relationship between Emotional intelligence and academic achievement of primary School student teachers. There is a positive relationship between Achievement motivation and academic achievement of primary school student teachers Male and female student teachers. Arts and science student teachers do not differ in Emotional intelligence. Male and female student's teachers, Art and Science Student teachers do not differ in achievement motivation.

2) **Anita and Chawla (2012)[52]** conducted a study on the relationship between Family environment and academic achievement. The main objective of the Study was to test the relationship between family environment and academic Achievement. The participants of the study were included two hundred Students (100 boys and 100 girls) randomly selected from the 9th standard of Marathi medium schools of Nasik City. Finding of the study revealed that family environment score was positively correlated with the academic achievement of the students.
3) **Rajeswari (2001)[49]** conducted a study to know the effect of reasoning ability and scientific attitude on achievement of higher secondary students in Chemistry. The study focuses on the correlation between reasoning ability and achievement of the children with regard to the background variables. It also focuses on the correlation between scientific attitude and achievement of the children with regard to the background variable. In this study survey method was adopted. A

sample of 300 students was selected randomly. The major findings were that there was no correlation between reasoning ability and achievement with regard to boys, girls, boy school, girl school, co-education school, government school, aided school, unaided school and students from rural area. But there was correlation between reasoning ability and achievement with regard to students from urban area. Moreover, there is no correlation between scientific attitude and achievement with regard to boys, girls, boy school, girl school, co-education school, Government school aided school, unaided school and students from rural area. But there is correlation between scientific attitude and achievement with regard to students studying in aided school and student from urban area.

b) Foreign Studies

1) **Adeyemo (2007)**[7] conducted a study on Moderating influence of Emotional Intelligence on the link between Academic Self-efficacy and Achievement of university Students. The study examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. Two valid and reliable instruments were used to assess emotional intelligence and academic self-efficacy while participants' first semester result was used as a measure of academic achievement. On the basis of the findings, it is suggested that emotional intelligence should be integrated into undergraduate curriculum. The study further advocated for the promulgation of education policy on emotional intelligence and academic self-efficacy.

2) **Drago (2004)**[30] conducted a study on the relationship between emotional Intelligence and academic achievement in nontraditional college students. This correlation study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. In This study, emotional intelligence, achievement motivation, anxiety, and Cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Result demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age, additionally, student anxiety was related to certain emotional intelligence abilities. Overall, the result suggests that academic achievement is related to student's ability to recognize, use, and manage their emotions.

3) **Aqeel Khan and Hamadan, A.R (2017)**[2] carried out a study on self-efficacy, Socio-cultural adjustment and academic achievement among International students in Malaysia. Two hundred International students were randomly selected from the Kuala Lumpur, out of these 100 belongs to male and 100 belong to female category. The age range of the respondents is 17 to 27years (Mean=20.55). Various psychological constructs were used to the studied variables. Correlation and regression statistical analysis were applied. Findings reveal significant positive correlation in academic achievement with socio-cultural adjustment and self-efficacy. Gender, self-efficacy and socio-adjustment significantly predict student's academic achievement. Findings proved gender, self-efficacy and socio- cultural adjustment significantly effecting

International student's academic achievement among International students in Malaysia. Implication for International students is significant in terms of countering adjustment Problems by developing self-efficacy and cultural values as a result academic achievement may improve.

CRITICAL REVIEW

The investigator went through quiet a large number of studies related to the work and from them selected the studies to emotional intelligence, mental health and academic achievement. The present review of related literature had helped the researcher in developing the objectives and hypotheses and the right kind of design of the study to be adopted for the present investigation.

RESEARCH GAP ANALYSIS

The present study intends to study the Higher Secondary Arts students in connection with the selected variables. The studies shown that Emotional Intelligence play an important role in the Academic Achievement of student. Studies revealed that there is no significant correlation exists between Emotional Intelligence and Academic Achievement of the student which are in line with the findings of the study **M.Kumar 2020, Punam Mishra-2012, IP Nwadinigwe, UAzuka-Obieke-2012, A suka B Festust-2012, H Adeoye, E A Emeke-2010,** Based on these finding the present study is selected for further investigations. The Mental Health also plays vital role in academic performance of students, and studies revealed that, the positive correlation between Mental Health & Academic Achievement of students which are in line with the studies of **S C Marques-2011, Dr. Bandhana-2010, S Nangaiyarkarasi-2019, R Periasmy-2021,** which are not clear in

studies of **A Arabian M K Khodapanabi-2005, Sara Agnafors-2021, Sean R Hogan-2018** which enhanced the selecting the variables for the present study.

In same way there are lots of studies done on the Social Maturity of the students with respect to their academic achievement which shows the direct influence on academic performance, these findings are in line with the studies by **Sri Reci & R Selvaganapathy-2013, Alam-2016, Dogan Pinarkaracan-2018.** Other than these studies there are findings like, no correlation exist between Social Maturity & Academic Achievement of student are studied by **Ritu Singh-2013, Susan sam-2021, A. S. Arul Lawrence-2011, Sujit Singh Puar-2012.**

So the present study created the curiosity to know to what extent the selected variables are affecting on the Academic Achievement of the student. The Review of Related Literature is main foundation to choose this study and became the enthusiastic in selecting the problem. Hence the researcher selected the present problem as a study to examine the relation between the variables.

CONCLUSION

This study focuses on the student's Emotional Intelligence Mental Health and Social Maturity and factors affecting on them. The study reveals the affect and relation between the Psychological and Social aspects. The main source of the study is the Review of Related Literature which helps to know, some fundamental aspects among the variables used in the study.

GENERAL OBJECTIVES OF THE STUDY

1) To study of the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Higher Secondary School Arts Students of Vijayapura District.
2) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Higher Secondary School Arts, Boys students' academic achievement of Vijayapura District.
3) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Higher Secondary School Arts, Girls students' academic achievement of Vijayapura District.
4) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Urban Higher Secondary School Arts, students' academic achievement of Vijayapura District.
5) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Rural Higher Secondary School Arts, students' academic achievement of Vijayapura District.
6) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Govt. Higher Secondary School Arts, students' academic achievement of Vijayapura District.
7) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Aided Higher

Secondary School Arts, students' academic achievement of Vijayapura District.

8) To study the effect of Emotional Intelligence Mental Health and Social Maturity on Academic Achievement among Unaided. Higher Secondary School Arts, students' academic achievement of Vijayapura District.

SPECIFIC OBJECTIVES

The specific ejectives will be framed on the bases of general objectives, they are as follows

I. Entire sample

1) To study the influence of Emotional Intelligence on Academic Achievement among Higher Secondary School Arts Students.

2) To study the influence of Arts students Mental Health on Academic Achievement among of Higher Secondary School Arts Students.

3) To study the influence of social maturity on Academic Achievement among of Higher Secondary School Arts Students.

4) To study the interaction effect of Emotional Intelligence & Mental Health on Higher Secondary School Arts Students Academic Achievement.

5) To study the interaction effect of Emotional Intelligence & Social Maturity on Higher Secondary School Arts Students Academic Achievement

6) To study the interaction effect of Mental Health & Social Maturity on Higher Secondary School Arts Students Academic Achievement.

7) To study the interaction effect of Emotional Intelligence Mental Health and Social Maturity on Higher Secondary School Arts Students Academic Achievement.

II. Boys students

8) To study the influence of Emotional Intelligence on Academic Achievement among Higher Secondary School Arts Boys Students.

9) To study the influence of Mental Health on Academic Achievement among Higher Secondary School Arts Boys Students.

10) To study the influence of Social Maturity on Academic Achievement among of Higher Secondary School Arts Boys Students.

11) To study the interaction effect of Emotional Intelligence & Mental Health on Higher Secondary School Arts Boys Students Academic Achievement.

12) To study the interaction effect of Emotional Intelligence & Social Maturity on Higher Secondary School Arts Boys Students Academic Achievement.

13) To study the interaction effect of Mental Health & Social Maturity on Higher Secondary School Arts Boys Students Academic Achievement.

14) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Higher Secondary School Arts Boys Students Academic Achievement.

III. Girls students

15) To study the influence of Emotional Intelligence on Academic Achievement among Higher Secondary School Arts Girls Students.

16) To study the influence of Mental Health on Academic Achievement among Higher Secondary School Arts Girls Students.

17) To study the influence of Social Maturity on Academic Achievement among of Higher Secondary School Arts Girls Students.

18) To study the interaction effect of Emotional Intelligence & Mental Health on Higher Secondary School Arts Girls Students Academic Achievement.

19) To study the interaction effect of Emotional Intelligence & Social Maturity on Higher Secondary School Arts Girls Students Academic Achievement.

20) To study the interaction effect of Mental Health & Social Maturity on Higher Secondary School Arts Girls Students Academic Achievement.

21) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Higher Secondary School Arts Girls Students Academic Achievement.

IV. Urban students:

22) To study the influence of Emotional Intelligence on Academic Achievement among Urban Higher Secondary School Arts Students.

23) To study the influence of Mental Health on Academic Achievement among Urban Higher Secondary School Arts Students.

24) To study the influence of Social Maturity on Academic Achievement among of Urban Higher Secondary School Arts Students.

25) To study the interaction effect of Emotional Intelligence & Mental Health on Urban Higher Secondary School Arts Students Academic Achievement.

26) To study the interaction effect of Emotional Intelligence & Social Maturity on Urban Higher Secondary School Arts Students Academic Achievement.

27) To study the interaction effect of Mental Health & Social Maturity on Urban Higher Secondary School Arts Students Academic Achievement.

28) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Urban Higher Secondary School Arts Students Academic Achievement.

V. Rural Higher

29) To study the influence of Emotional Intelligence on Academic Achievement among Rural Higher Secondary School Arts Students.

30) To study the influence of Mental Health on Academic Achievement among Rural Higher Secondary School Arts Students.

31) To study the influence of Social Maturity on Academic Achievement among of Rural Higher Secondary School Arts Students.

32) To study the interaction effect of Emotional Intelligence & Mental Health on Rural Higher Secondary School Arts Students Academic Achievement.

33) To study the interaction effect of Emotional Intelligence & Social Maturity on Rural Higher Secondary School Arts Students Academic Achievement.

34) To study the interaction effect of Mental Health & Social Maturity on Rural Higher Secondary School Arts Students Academic Achievement.

35) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Rural Higher Secondary School Arts Students Academic Achievement.

VI. Govt.School students

36) To study the influence of Emotional Intelligence on Academic Achievement among Govt. Higher Secondary School Arts Students.

37) To study the influence of Mental Health on Academic Achievement among Govt. Higher Secondary School Arts Students.

38) To study the influence of Social Maturity on Academic Achievement among of Govt. Higher Secondary School Arts Students.

39) To study the interaction effect of Emotional Intelligence & Mental Health on Govt. Higher Secondary School Arts Students Academic Achievement.

40) To study the interaction effect of Emotional Intelligence & Social Maturity on Govt. Higher Secondary School Arts Students Academic Achievement.

41) To study the interaction effect of Mental Health & Social Maturity on Govt. Higher Secondary School Arts Students Academic Achievement.

42) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Govt. Higher Secondary School Arts Students Academic Achievement.

VII. Aided School Students

43) To study the influence of Emotional Intelligence on Academic Achievement among Aided Higher Secondary School Arts Students.

44) To study the influence of Mental Health on Academic Achievement among Aided Higher Secondary School Arts Students.

45) To study the influence of Social Maturity on Academic Achievement among of Aided Higher Secondary School Arts Students.

46) To study the interaction effect of Emotional Intelligence & Mental Health on Aided Higher Secondary School Arts Students Academic Achievement.

47) To study the interaction effect of Emotional Intelligence & Social Maturity on Aided Higher Secondary School Arts Students Academic Achievement.

48) To study the interaction effect of Mental Health & Social Maturity on Aided Higher Secondary School Arts Students Academic Achievement.

49) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Aided Higher Secondary School Arts Students Academic Achievement.

VIII. Unaided School Students

50) To study the influence of Emotional Intelligence on Academic Achievement among Unaided Higher Secondary School Arts Students.

51) To study the influence of Mental Health on Academic Achievement among Unaided Higher Secondary School Arts Students.

52) To study the influence of Social Maturity on Academic Achievement among of Unaided Higher Secondary School Arts Students.

53) To study the interaction effect of Emotional Intelligence & Mental Health on Unaided Higher Secondary School Arts Students Academic Achievement.

54) To study the interaction effect of Emotional Intelligence & Social Maturity on Unaided Higher Secondary School Arts Students Academic Achievement.

55) To study the interaction effect of Mental Health & Social Maturity on Unaided Higher Secondary School Arts Students Academic Achievement.

56) To study the interaction effect of Emotional Intelligence, Mental Health and Social Maturity on Unaided Higher Secondary School Arts Students Academic Achievement.

Research Hypotheses

Keeping in view the above specific Objectives, the following Research hypothesis are framed.

Entire sample:

1. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Higher Secondary School.
2. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Higher Secondary School.
3. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Higher Secondary School Arts students.
4. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Students Arts students.
5. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Students Arts students.
6. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Higher Secondary School Students Arts students.
7. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Higher Secondary School Students Arts students.

II. Boys Students

8. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
9. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
10. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
11. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
12. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
13. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Higher Secondary School Arts Boys students.
14. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Higher Secondary School Arts Boys students.

III. **Girls Students**

15. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

16. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

17. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

18. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

19. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

20. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Higher Secondary School Arts Girls students.

21. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Higher Secondary School Arts Girls students.

IV. **Urban Student**

22. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
23. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
24. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
25. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
26. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
27. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Urban Higher Secondary School Arts students.
28. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Urban Higher Secondary School Arts students.

V. **Rural Students**

29. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
30. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
31. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
32. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
33. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
34. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Rural Higher Secondary School Arts students.
35. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Rural Higher Secondary School Arts students.

VI. **Govt. Students**

36. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

37. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

38. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

39. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

40. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

41. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Govt. Higher Secondary School Arts students.

42. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Govt. Higher Secondary School Arts students.

VII. **Aided Students**

43. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

44. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

45. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

46. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

47. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

48. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Aided Higher Secondary School Arts students.

49. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Aided Higher Secondary School Arts students.

VIII. **Unaided Students**

50. There is no significant difference exist between Higher and Lower Emotional Intelligence of students in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

51. There is no Significant difference exist between in Good and Poor Mental Health of Students in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

52. There is no Significant difference exist between in higher and lower Social maturity of Students in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

53. Interaction effects of Emotional Intelligence and Mental Health differ significantly in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

54. Interaction effect of Emotional Intelligence and Social maturity differ significantly in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

55. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ Significance in terms of their influence on Academic Achievement of Unaided Higher Secondary School Arts students.

56. Interaction effects of Emotional Intelligence, Mental Health and Social maturity differ significantly in terms of their influence on

Academic Achievement of Unaided Higher Secondary School Arts students.

METHODOLOGY

RESEARCH DESIGN

The present study is the Descriptive study. Where a survey will be under taken to measure the scores on Emotional Intelligence, Mental Health and Social Maturity of students of higher secondary school arts students of Vijayapura district with regard to their interaction effect on higher secondary school students Academic Achievement.

Sample for the study: For the present study the sample comprised of students studying in Higher Secondary Arts Schools of Vijayapura district. The sampling method used is Stratified Random Sampling method used has been employed to select the sample of 1560 students according to gender, locality and management

Variables

Independent variables to be considered in the study

i) Emotional Intelligence

ii) Mental Health

iii) Social Maturity

Dependent variables to be considered in the study

i) Academic Achievement

Moderate Variables

Gender : Male and Female
Types of management: Govt. aided and Unaided
Location : Urban and Rural

Tools to be used in the Study:

To test the Hypothesis is 1-56 formulated for the study data will be collected with the help of following tools.

1. **Emotional Intelligence**

   S. K. Mangal and Shubhra Mangal. Emotional Intelligence Inventory (EIIMM) English Age group 16+ administrated on 2200 (1050 Male + 1150 Female) the scale consist of 40 item devided into 5 dimensions.

2. **Mental Health:**

   Sushma Telesara and Akhtav Bano, Mental health scale (MHS-TSBA) Hindi/English (This scale consists of 54 items. It was administrate on 210 students both sex and urban rural population age group 14-20 Years)

3. **Social-Maturity :**

   Nalini Rao: Social Maturity scale this scale contain 90 items and it is meant for higher primary, secondary and pre university grade students.

4. **Academic achievement:**

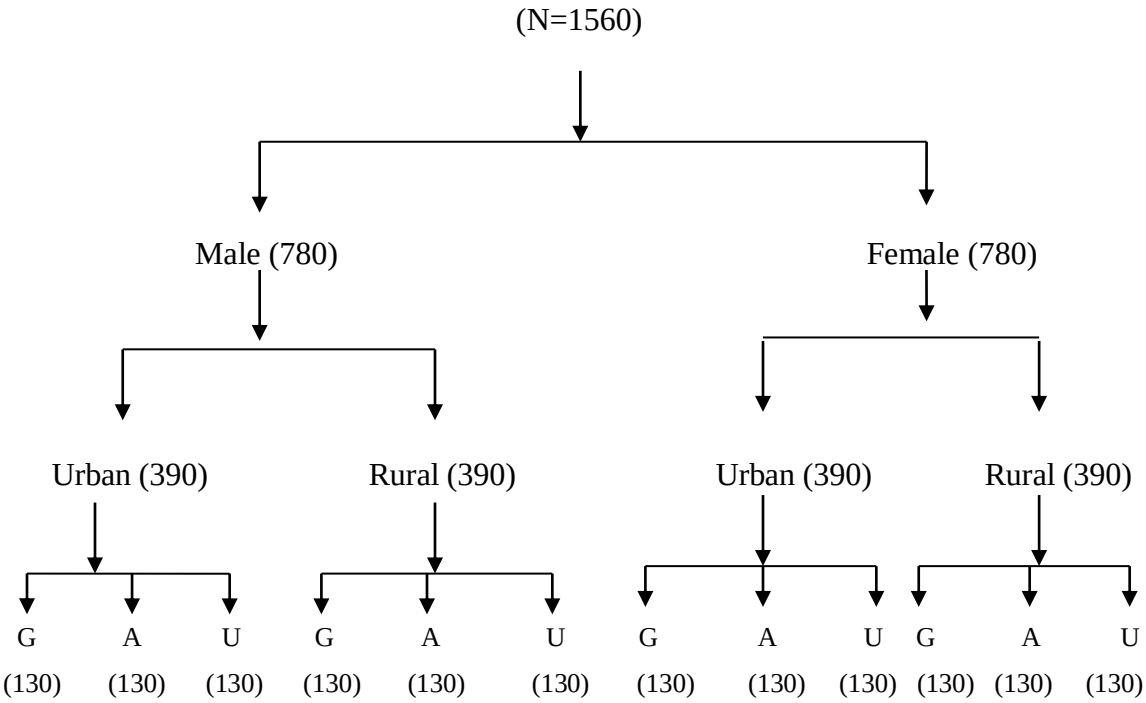
   Investigator shall collect the previous year's academic Scores of the Higher Secondary School students of Vijayapur District.

Population and sample:

Population is itself denotes the larger group. It is set of individuals or the characters. It is defined as "A group of individuals with at least one common characteristic which distinguishes that group from other individuals" (John W Best 2006). For the present study state govt. published co-educational Higher Secondary Schools Arts Students of Vijayapura District are selected. The total population is 57,473 students among higher secondary arts schools. It is again categorized based on moderate variables of the study. The

strength of the students is collected from DDPU Office Vijayapura. It has been observed that some of the colleges had least no. of students admitted due to some factors (ex: effect of covid-19, lack of quality of teaching, facility problems etc). The ratio of boys and girls are not equal. Some where the strength is low and high in number, there is a fluctuation in student's strength. Based on this reason the taluka which has least number strength is selected for selecting sample from the population of the study, i.e. the Devara Hipparagi had a least no. of students, on the basis of this, the sample is divided among moderate variables (gender, locality and management).

Note: The population of the district is shown with documentary evidence from respected department of Pre-University Education, and also with news papers article cutting with depict higher secondary arts school annual examinations results outcome. Using simple stratified random sampling technique 1560 students shall be selected from higher secondary schools arts students of vijayapura district. The breakup of sample will be as follows:


Higher Secondary Arts Students of Vijayapura District
(N=1560)
Male (780)
Female (780)
Urban (390)
Rural (390)
Urban (390)
Rural (390)
G A U G A U G A U G A U
(130) (130) (130) (130) (130) (130) (130) (130) (130) (130) (130) (130)

Collection of the Data:

The essential data information relating to the study on Emotional Intelligence, Mental Health and Social Maturity will be obtained by approaching higher secondary school arts students. The investigator will collect the essential data by visiting different higher secondary arts schools of vijayapura district. The sex, management and location of the higher secondary arts school will be collected through a personal data Performa.

Statistical Techniques:

The analysis of the data collected using different types of statistical techniques, namely ANOVA, mean, mode, median, standard deviation, 3-way analysis of variance, scheft-test and regression analysis Z-test are employed to test different hypothesis.

Analysis of Data:

The three way factor analysis of variance test is applied. Thus the analysis of data is done using 2x2x2 factorial design, summary statistics, differential statistics, correlation analysis and prediction analysis, which are helpful to determine the variables in easier form.

Analysis of Data:

The Analysis of data as follows in different sessions

Session 1 - related to the data with entire sample

Session 2 - related to the data with Boy students

Session 3 - related to the data with Girls students

Session 4 - related to the data with Urban Higher Secondary School Arts Students

Session 5 - related to the data with Rural Higher Secondary School Arts Students

Session 6 - related to the data with Govt. Higher Secondary School Arts Students

Session 7 - related to the data Aided Higher Secondary School Arts Students

Session 8 - related to the data unaided Higher Secondary School Arts Students

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